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ABSTRACT

Teaching practices appropriate to 15 different treatments of secondary school intermediate French instruction and to 13 different treatments of secondary school intermediate German instruction are outlined and discussed. Treatments vary by (1) strategy (traditonal; audiolingual or functional skills; and modified audiolingual or functional skills enriched with grammar), (2) type of laboratory (audio passive or tape recorder; audio active; and audio active record), and (3) text. A section on the traditional method (strategy 1) describes general do's and don'ts and three French and one German treatments, using different texts. The section on the functional skills method (strategy 2) explains general concerns involving the use of all three types of laboratories with suggestions for their effective use, methodology notes, and six different treatments for both French and German (two different texts and three labs for each language). The functional skills plus grammar method (strategy 3) section has the same organization as that for strategy 2. For related documents see ED 021 512, FL 001 266, FL 001 404, and FL 001 405. (AF)

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COOPERATIVE RESEARCH PROJECT

An Assessment of Three Foreign Language Teaching Strategies

TEACHER'S MANUAL

LEVEL TWO

[French and German]

RESEARCH PROJECT CENTER
WEST CHESTER STATE COLLEGE
West Chester, Pennsylvania

AA000 369

COOPERATIVE RESEARCH PROJECT

An Assessment of Three Foreign Language Teaching Strategies

TEACHER'S MANUAL

LEVEL TWO

[French and German]

The Cooperative Research Project is supported by funds granted under Title VII, NDEA, U.S. Office of Education.

FL 001 406

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TO THE TEACHER

It is a distinct pleasure to extend a cordial welcome to you as one of the participants in the experiment, "An Assessment of Three Foreign Language Teaching Strategies Utilizing Three Language Laboratory Systems." This project is the most comprehensive experiment to date in the teaching of foreign languages in the secondary school. Approximately sixty teachers are participating, representing numerous school districts throughout the Commonwealth. And, most important are the 1,800 students who will be studying a foreign language as part of this project during the coming academic year.

This project represents the combined efforts of four educational agencies--the United States Office of Education, the Pennsylvania Department of Public Instruction, the State Colleges, and the local school districts. The Federal Government encouraged the development of the proposal and is now contributing the lion's share of its costs; the Department of Public Instruction committed considerable resources to identifying the specific issues that deserve research priority and to the writing; the local districts, in addition to their financial contributions, agreed to abide by the research requirements. West Chester State College is the project center, coordinating the myriad details that are essential to the successful execution of the research design.

While the major concern of this experiment is to resolve significant problems for the language teacher, you will also benefit in several other ways:

1. You will be given training in the teaching methods applicable to your teaching condition.
2. You will have the benefit of the contributions of the project's consultants, who are among the country's leading linguists.
3. You will be encouraged to resolve other problems in your teaching by means of objective research.
4. You will share in the enthusiasm that accompanies an undertaking that is of such importance to your professional field.

We are depending on your cooperation, which will be the critical factor in determining the success of this project.

Emanuel Berger
Principal Investigator

Milton C. Woodlen
Project Coordinator

Alfred D. Roberts
Supervisor of Instruction

ABSTRACT

Title: A Comparison of the Effectiveness of the Traditional and Audiolingual approaches to Foreign Language Instruction Utilizing Laboratory Equipment.

Principal Investigators: Emanuel Berger, Bureau of Research, Department of Public Instruction, Pennsylvania

Alfred D. Roberts, Department of Modern Languages, West Chester State College, Pennsylvania

Contracting Agency: The Department of Public Instruction; Harrisburg, Pennsylvania

Federal Funds Requested: $68,590

Beginning and Ending Dates: October 1, 1966 - January 31, 1968

Statement of Purpose

This study is a continuation of Project 1330, funded origionally under Title VI, NDEA. Essentially, comparing the effectiveness of the traditional and two variations of the audio-lingual approaches to foreign language instruction in the secondary school is also the purpose of this experiment.

The major purpose for continuing the experiment is to assess the effectiveness of these approaches at the termination of two years of foreign language instruction. Also, this study proposes to replicate the experimental procedures that were followed during the first year of the study with another sample of beginning language students.

The specific objectives of the phase of the study concerned with the second year of language learning are:

1. To determine which teaching strategy among the traditional, audio-lingual, and modified audio-lingual approaches best accomplishes the four objectives of the foreign language program in the secondary school - listening comprehension, speaking fluency, reading, and writing.

2. To determine which language laboratory system among the audio-passive, audio-active, and audio-active record systems best accomplishes those objectives of the foreign language program for which the laboratory is intended.

3. To determine the variable or combination of variables that best predicts foreign language achievement.

4. To identify student and teacher attitudes toward each of the teaching strategies and the laboratory systems.

5. To ascertain the levels of language mastery that can be achieved during the second year of the foreign language sequence in the secondary school.

Procedures

1. Approximately 105 teachers of French and German were assigned during the first year of the experiment to an experimental condition -- the conventional approach or one of several variations of the audio-lingual approach.

Most of these teachers have agreed to continue with the same treatment and same students at Level Two.

2. The pre-experimental data will consist of (a) California Test of Mental Maturity, (b) Foreign Language Proficiency Tests for Teachers and Advanced Students, (c) The Modern Language Aptitude Test, (d) MLA Cooperative Classroom Tests, Form LA, (e) Listening Discrimination Test, (f) Cooperative Language Tests, ETS, 1941.

3. The criterion measures will be (a) MLA Cooperative Tests Form MB, (b) Pronunciation Test (to be developed), (c) student attitudinal scales (to be developed), (d) Cooperative Language Tests, ETS, 1941.

4. Supervision of the project teachers to assure adherence to the assigned treatment will be by means of (a) teacher manuals specifying appropriate teaching practices for each treatment, (b) classroom visitations by the field consultants during the academic year.

5. Several teacher evaluation meetings are planned during the year to enable staff and teachers to review mutual problems and plan for forthcoming procedures.

Educational Contribution

The essential contribution of the project's end results will be to provide educators with experimental evidence regarding the methods that appear most effective in teaching a foreign language to secondary school students. The results should shed light on several critical questions regarding the current ferment in language teaching.

RESEARCH IN SECONDARY SCHOOL FOREIGN LANGUAGE INSTRUCTION

Recent changes in foreign language teaching have been far more sweeping than in other subject areas in the secondary school. The entire gamut of materials, equipment, the teacher's role in the classroom, and the student's behavior while learning the second language have little, if anything, in common with the manner in which many of us studied a foreign language. We might even go a step further in noting that the scientific study of language is a relatively recent development.

Despite recent ferment, few educators would attempt to predict the effect these new insights will have upon teaching procedures in the foreign language classroom. One reason for this reluctance is the sheer absence of empirical data favoring a given method. Professor John Carroll traces the dearth of rigorous research in language learning to several sources--the diverse goals of language learning, the difficulties of specifying and adhering to pre-assigned teaching conditions, and the linguistic sophistication necessary for observing pupil responses.

In spite of these obstacles there are several considerations that recommend research in language learning as a potentially fruitful endeavor. Normally, the student begins the study of a new language at a zero point and proceeds to acquire a specific set of habits and skills. The changes are, for the most part, caused by stimuli that are present in the school setting--the teachers and instructional materials. Furthermore, with the development of reliable and valid measures of aptitude and achievement the task of assessment is no longer the problem it was. Thus the Department of Public Instruction deemed it timely to approach both the federal government for financial support and the local school districts for their cooperation in seeking answers to problems in foreign language teaching.

PROJECT 1330: ITS POTENTIAL CONTRIBUTION

Project 1330 is a reality and is now entering its 2nd year. The project has been well-received because it deals with problems of concern to foreign language teachers. This project deals with questions which, when resolved, will have a profound effect on the teaching practices in language classrooms throughout the country.

Among the problems that it attempts to resolve are:

1. Which of several widely used methods of foreign language teaching is most effective in developing the four language skills--listening, speaking, reading, writing?

2. Which of three types of language laboratory systems is best suited, economically and instructionally, to language learning?

3. Is academic potential the best predictor of foreign language achievement?

4. Should methods of instruction vary according to student ability?

SYSTEM I: THE TAPE RECORDER

The tape recorder serves several practical purposes when the teacher uses "functional" materials. The tapes provide authentic native models for imitation by the students, and the teacher is freed to circulate among the students and monitor their performance. Also, student responses may be recorded for later evaluation by the teacher.

SYSTEM II: AUDIO-ACTIVE (LISTEN-RESPOND)

This constitutes one type of "language laboratory." Each student position is equipped with a microphone, amplifier and headset. Usually there is more than one tape recorder or other program source at the teacher console which is wired for monitoring individual student performance.

SYSTEM III: AUDIO-ACTIVE-RECORD (LISTEN-RESPOND-COMPARE)

Recording facilities at student positions provide the teacher with an additional tool in developing "functional" skills. The student records the master and his own responses and then compares these during playback. Differing learning rates can be accommodated. This is a practical means for evaluating oral performance, and closer teacher supervision is possible.

THE ROLE OF THE "TEACHER-RESEARCHER"

The term "teacher-researcher" signifies that as a research participant you will be functioning in two capacities. We encourage you to maintain a completely natural attitude in order not to give the impression that the experimental students are "special." To the extent that your classes are representative of other classes not in the experiment we will be able to generalize the final results. If your students suspected that they were part of a novel activity and that their performances were being carefully scrutinized, it would be difficult to apply the findings to a non-project class.

The major distinction between teaching a project class and your other classes is the absolute necessity that in the former you observe the teaching procedures appropriate for your assignment. In your normal teaching situation you are encouraged to vary teaching methods whenever your judgment dictates. As a researcher you are asked to follow the rules set forth in this manual. To facilitate your compliance with this requirement we urge you to follow these procedures:

1. Plan each lesson carefully. Always use the published program's teacher edition and this manual for guidance.
2. Whenever a problem arises about teaching procedures that you are unable to resolve discuss it with your field consultant or other project personnel.
3. Attend the scheduled meetings for participating teachers during the year.
4. Follow the suggested time schedule for covering the material, using your discretion to make modifications when necessary.

5. Maintain a brief record of important experiences relevant to this project and to language learning in general. This should include recording of and reasons for a student's withdrawal from the class, difficulties in learning or teaching certain skills, candid reactions of students and teacher to any phase of the program.
6. Use discretion in discussing the project with colleagues and parents. Avoid judging the strengths and weaknesses of the experiment until the data are collected.

ORIENTING THE STUDENT TO THE PROJECT

You are strongly advised against telling your students that this project is a major research project to determine how to teach languages effectively. Many students and many more parents will object to what they think is novel, experimental and untried.

You should emphasize that the school is collecting information about student ability and achievement in foreign language learning to offer them more effective guidance in their secondary school careers. You could discuss the differences between the study of a second language and other academic subjects. It is conceivable that ability in language learning is not related to academic proficiency in other school subjects.

THE ROLE OF THE FIELD CONSULTANT

The field consultant is the key figure in coordinating and unifying the many people who are involved in the project. He has participated in the writing of the manual, the meetings with the language consultants, and he is a competent and knowledgeable classroom teacher. He will visit your classroom about twice a month, discuss your experiences and advise you of forthcoming events that are of concern to the project. He is not concerned with rating your teaching performance. He is concerned that you understand your assigned condition and follow the appropriate teaching procedures.

We urge that you utilize his talents whenever problems arise. His visits with other teachers and his frequent discussions with the other field consultants will alert him to solutions to problems that you will encounter.

The consultant will act as:

1. Observer - He will visit your class about twice monthly and discuss your teaching assignment in the context of your teaching situation.
2. Adviser - He will offer you guidance when needed in dealing with problems.
3. Liaison - He will inform you of other teacher's experiences, alert you to forthcoming meetings, distribute and collect material, and transmit your suggestions to the project center.

STUDENT EVALUATION PROCEDURES

It is reasonable to expect that any broad scale educational research investigation will require the administration of various measures of aptitude, achievement and attitude uniformly to all student participants. All of these factors will be assessed at the beginning and at the end of the classroom instruction phase and at some intermediate point during the year.

General aptitude will be measured with the California Test of Mental Maturity, and language aptitude through the use of the short form of the Modern Language Aptitude Test. Achievement will be evaluated by means of cooperative classroom language tests.

In addition, attempts will be made to assess the student's attitude toward language instruction in general and toward the particular foreign language that he is studying. All testing materials including both booklets and answer sheets will be supplied by the Project Center.

EXPERIMENTAL DESIGN

	LABORATORY SYSTEMS		
TEACHING STRATEGIES	No Lab	Audio-Active	Audio-Active-Record
Traditional Language Method	French German		
Functional Skills Method		French German	French German
Functional Skills Grammar Method		French German	French German

THE TEACHING STRATEGIES AND LABORATORY SYSTEMS

I. Strategy I: The Traditional Method.

The major objectives of foreign language instruction according to this method are:

A. To read with facility in the foreign language.
B. To translate from the foreign language into English and vice versa.
C. To develop an appreciation for the foreign country's culture, its people and its heritage.
D. To develop a better understanding of the syntax and structure of the student's native language.

Carefully graded reading selections in the text incorporate both the grammar to be learned and the vocabulary items. The student practices the grammar rules by applying them in written form to sample sentences following the lesson. Vocabulary lists are memorized and practiced through translation from English into the foreign language.

II. Rationale.

The basis for the traditional approach is rooted in both common educational sense and a history of successful experience. Few would doubt that proficiency in a language's grammar accompanied by command of its lexicon will result in the stated objectives. Also, those who have taught and assessed student achievement in foreign language through the years report that effective teaching procedures, as in other academic subjects, produce the desired results. Unless there is convincing evidence to the contrary, "traditionalists" feel justified in supporting a "proven" method in preference to programs that have as yet to prove their worth in the classroom setting. Finally, educators maintain that a well educated person should be acquainted with the literature and culture of other countries.

III. List of general criteria — traditional method.

A. Use of native tongue in the classroom predominant. Target language not to be used for purposes of communicating instructions or information to students.
B. Translation.
   1. Directly from native tongue to target language.
   2. Reading by translation from target language to native tongue.
C. Vocabulary.
   1. Word for word equivalents.
   2. ~~Academic and literary lexi~~con stressed.
D. Grammar.
   1. Analysis before application.
   2. Language organized into word lists, paradigms, principal parts, rules.
   3. Analysis in depth of grammatical structures.
E. Testing.
   1. Grades based on written tests.
   2. Use of vocabulary and idiom quiz.
   3. Frequent use of dictation test.
   4. Use of tests requiring thorough knowledge of paradigms or lists.
F. Culture - the following cultural areas are emphasized:
   1. Great historical and literary personalities.
   2. Monuments.
   3. Masterpieces of art, music and literature.
G. General orientation of traditional program is academic and intellectual.

TRADITIONAL METHOD

IV. Expected level of proficiency in four skills - traditional. (All proficiency levels are to be considered in relation to limitations imposed by text.)

A. Listening comprehension.
1. At end of semester.
a. Understand simple directions and basic conversational phrases spoken at normal speed.
b. Distinguish most phonemic differences.
2. At end of year.
a. Understand basic idiomatic conversation spoken at near normal speed.
b. Distinguish fine phonemic differences.

B. Speaking.
1. At end of semester.
a. Ability to repeat after the model all sounds, words and phrases.
b. Ability to vary basic structural patterns in responding to simple questions.
2. At end of year.
a. Ability to use sounds, words and phrases previously learned.
b. Correct pronunciation of unfamiliar written material.
c. Ability to participate in basic idiomatic conversations.

C. Reading.
1. At end of semester.
a. Read and understand short narratives.
b. Recognize grammatical structures.
c. Sight reading of simple prose passages.
2. At end of year.
a. Facility in reading (sight reading) various types of narratives.

C. Writing.
1. At end of semester.
a. Ability to compose short prose passage showing correct usage of grammar.
b. Ability to take dictation of some unfamiliar material with known vocabulary.
2. At end of year.
a. Facility in writing composition showing correct use of grammar and wide range of vocabulary.
b. Facility in taking dictation of unfamiliar material with known vocabulary.

CONDITION 10-3

TRADITIONAL METHOD FRENCH

OVERVIEW

1. Text: Cours Moyen de Français, Dale and Dale, D. C. Heath & Co., 1956, 1964.
   a. Teacher should have copy of text, Teacher's Manual and key.
   b. Student should have his own copy of text.
2. No required equipment or materials.
3. Optional materials available.
   a. Text tapes.
   b. Laboratory tapes.
4. Recommended minimum rate of coverage.
   a. At end of semester - Chapter 9.
   b. At end of year - Chapter 18.
5. Testing may be of the following types:
   a. Dictation.
   b. Vocabulary and idiom quiz.
   c. Translation.
   d. Reading comprehension (questions based on reading selection)
   e. Grammar.
      1) Multiple choice.
      2) Matching.
      3) Completion.
      4) Paradigms.
      5) Replacement and restructure.
      6) Translation.

CONDITION 10-4

TRADITIONAL METHOD FRENCH

OVERVIEW

1. Text: Oui, je Parle Français!, 2nd Edition (1958)

   Huebener and Neuschatz.

   a. Teacher should have copy of text, Teacher's Manual and key.

   b. Student should have his own copy of text.

2. No required equipment or materials.

3. Optional materials available.

   a. Text tapes.

   b. Laboratory tapes.

4. Recommended minimum rate of coverage.

   a. At end of semester - Chapter 20.

   b. At end of year - Chapter 35.

5. Testing may be of the following types:

   a. Dictation.

   b. Vocabulary and idiom quiz.

   c. Translation.

   d. Reading comprehension (questions based on reading selection).

   e. Grammar.

      1) Multiple choice.

      2) Matching.

      3) Completion.

      4) Paradigms.

      5) Replacement and restructure.

      6) Translation.

CONDITION 10-5

TRADITIONAL METHOD FRENCH

OVERVIEW

1. Text: New Second Year French - O'Brien, LaFrance.
   a. Teacher should have copy of text and key.
   b. Student should have his own copy of text.
2. No required equipment or materials.
3. Optional materials available.
   a. Recordings of literary selections.
   b. Tape set.
4. Recommended minimum rate of coverage.
   a. At end of semester - Chapter 12.
   b. At end of year - Chapter 25.
5. Testing may be of the following types:
   a. Dictation.
   b. Vocabulary and idiom quiz.
   c. Translation.
   d. Reading comprehension (questions based on reading selection).
   e. Grammar.
      1) Multiple choice.
      2) Matching.
      3) Completion.
      4) Paradigms.
      5) Replacement and restructure.
      6) Translation.

CONDITION 20

TRADITIONAL METHOD GERMAN

OVERVIEW

1. Text: A Second Course in German, 1953, 1965

   Huebener and Newmark.

   a. Teacher should have the text.

   b. Student should have his own text.

2. No required materials.

3. Optional materials.

   a. Tape set.

4. Recommended minimum rate of coverage.

   a. At end of semester - Chapter 12.

   b. At end of year - Chapter 24.

5. Testing may be of the following types:

   a. Dictation.

   b. Vocabulary and idiom quiz.

   c. Translation.

   d. Reading comprehension (questions based on reading selection).

   e. Grammar.

      1) Multiple choice.

      2) Matching.

      3) Completion.

      4) Paradigms.

      5) Replacement and restructure.

      6) Translation.

TM

DO'S AND DON'TS

DO'S

1. Analyze grammar in depth.
2. Present grammar instruction in English.
3. Teach grammar as suggested in Teacher's Manual
4. Require student mastery of paradigms.
5. Require student to memorize vocabulary.
6. Give only tests requiring reading and writing.
7. Present reading passages orally, having class repeat each sentence.
8. Explain difficult reading passages, translating them into English for clarification.
9. Assign reading passages for home study.
10. Writing.
    a. Assign homework from text.
    b. Employ classroom exercises, including blackboard work.
    c. Translate into foreign language.
11. Use no more than one third of daily class time for oral practice.
12. Assign home work exercises on previously introduced material.
13. Require students to study material not previously introduced.
14. Present culture by means of pertinent realia and selected supplementary reading.
15. Use review exercises provided in text and complete as many as possible.

DON'TS

1. No systematic use of lab tapes or lab records.
2. No more than one class period per week to be devoted to culture and civilization.

THE TEACHING STRATEGIES AND LABORATORY SYSTEMS

I. Strategy III: The functional skills-grammar method.

This condition subscribes to both the objectives and the basic methodology of the "Functional Skills Method." The major point of contention is how best to develop structural mastery - the basis of effective language usage - in the school setting.

According to this approach pattern drills are supplemented by explicit instruction in the appropriate grammar. Extreme care is exercised to limit the grammar to clarifying the pattern which was practiced during the dialog - (grammar is not taught independently of the language habits developed).

II. Rationale.

Essentially, there is no empirical evidence to support the elimination of formal grammar instruction in teaching a foreign language. Indeed, Mueller reported that students frequently fail to perceive grammatical signals even after extensive drills. Others argue that the manner in which a child learns his native tongue is not entirely analogous to the way an adolescent learns a second language in the classroom. In the latter case the student can "bring his intellect to bear on his problems and can speed up immeasurably through generalizations, shortcuts, and insights into the way the language operates if, and when, he understands its structure analytically."

Finally, the accompanying explanation might serve to prevent possible student boredom when he indulges in repetitious practice for considerable periods of time.

III. List of general criteria.

A. Use of target language in classroom.
   1. By the student: for all responses.
   2. By the teacher: for daily routine communication to pupils of instructions, cues and models.

B. Native tongue to be used only for describing grammar and syntax.

C. Sequence of learning.
   1. Hearing.
   2. Speaking.
   3. Reading.
   4. Writing.

D. Grammar.
   1. Descriptive rather than prescriptive.
   2. Incidental to functional skills being taught.

E. Reading.
   1. Printed material always presented as a transcription of spoken forms.
   2. As direct communication without the intermediary of translation from the target language to the native tongue.

F. Writing - learned first as a transcription of spoken forms.

G. Testing - written and oral tests given in order to test for listening comprehension and speaking proficiency as well as reading and writing skills.

H. Culture - "total culture" as reflected in language behavior is taught as opposed to refinement or prestige culture.

IV. Expected Level of Proficiency in Four Skills (all proficiency levels are to be considered in relation to limitations imposed by test)

A. Listening comprehension.
  1. At end of semester.
    a. Phonemic discrimination - nearly all phonemic differences.
    b. Understand simple conversation spoken at normal speed.
  2. At end of year.
    a. Phonemic discrimination - all phonemic differences.
    b. Understand idiomatic conversation spoken at normal speed.

B. Speaking.
  1. At end of semester.
    a. Repeat sentences with correct accent and intonation.
    b. Engage in simple conversation on a variety of basic everyday situations.
    c. Ability to vary spontaneously any basic structures already learned.
  2. At end of year.
    a. Speak with average fluency possessing correct accent and intonation.
    b. Engage in idiomatic conversation on a variety of situations.
    c. Ability to converse with facility, varying structures already learned.

C. Reading.
  1. At end of semester.
    a. Read and understand directly dialogs and simple prose narratives dealing with everyday situations.
    b. Ability to understand all grammatical functions in the readings.
  2. At end of year.
    a. Read and understand (sight-read) various types of simple prose narratives.
    b. Ability to understand idiomatic constructions in the readings.

D. Writing.
  1. At end of semester.
    a. Ability to answer questions in written form with spontaneous variation of forms and structures previously learned.
    b. Ability to express in writing simple concepts dealing with everyday situations.
  2. At end of year.
    a. Ability to express in writing (paragraph or short composition) concepts dealing with a variety of situations.
    b. Ability to take dictation of unfamiliar material with known vocabulary or phraseology.

SYSTEM I: THE TAPE RECORDER

Even the single tape recorder serves several significant functions when the teacher uses "functional" materials. The tapes provide authentic native models for imitation; repeated playing of the tapes produces the same sound as the original, and teachers are freed to circulate among the students and monitor their performance. Although it is limited, student oral production can be recorded for later evaluation.

It is desirable to assess the effects of using only a tape recorder in place of a fully equipped lab because of the high costs of installing the latter and also because of the complex scheduling problems attendant upon its use. School administrators, in many instances, are delaying plans for installing a laboratory until clearcut evidence is available attesting to the educational need.

TAPE RECORDER PROCEDURES

15 Minute Class Period for Tape Recorder

1. Teacher sets up program on tape recorder.
   a. Dialogs.
   b. Structure drills.
   c. Pronunciation drills.
2. Students prepare to respond.
3. Begin program.
4. Teacher indicates choral, part-choral and individual responses.
5. Students respond.
6. Teacher corrects and/or evaluates for testing purposes.
7. Teacher may use 15 minutes in one session or divide this time into two or three shorter sessions.

SYSTEM II: AUDIO-ACTIVE (LISTEN-RESPOND)

This constitutes one type of "language laboratory." Each student position is equipped with a microphone, amplifier and headset. Usually there is more than one tape recorder or other program source at the teacher console. Finally, the teacher console is wired for monitoring individual student performance.

The immediate and most cogent argument for this installation is the privacy and isolation afforded each student. Eliminating distracting noises is recommended if students are expected to discriminate new sounds that are distressingly similar to those of his own language and to other sounds in the foreign language.

It is also claimed that hearing his own voice following that of the tape master, with amplification of similar quality, allows for effective correction when there is disagreement. Multiple-program sources provide for small group instruction and facilitate flashbacks to previous lessons that require review.

SYSTEM III: AUDIO-ACTIVE-RECORD (LISTEN-RESPOND-COMPARE)

The addition of recording facilities at student positions provides the teacher with a significant tool in developing "functional" skills. Principally, the student records the master and his responses and then compares these during playback. Differing learning rates can be accommodated. This is a practical means for evaluating oral performances, and closer teacher supervision is possible than with less complete installations.

Competent language educators favoring the use of the record facility offer as support an argument based on the method by which language is learned. They claim that the learning of a foreign phoneme occurs as a result of conscious attention to the process of how it is produced. As a result, knowledge of the articulatory phonetics is a definite aid.

LAB PROCEDURES--AA LAB

1. Equipment check.
    a. Teacher.
        1) Turn on console power and put on program.
        2) Check positions (with aid of seating charts). Then enter results in daily log sheet.
    b. Students.
        1) Check for and report any damage at once.
        2) Turn on controls.
2. Opening procedures.
    a. Teacher - start program.
    b. Students - put on headsets and adjust controls.
3. Listen-respond operations.
    a. Part I.
        1) Teacher - listen and evaluate students.
        2) Students - listen and respond to program for approximately 10 minutes.
    b. Part II.
        1) Teacher - monitor and correct students.
        2) Students - listen and respond to same program for approximately 10 minutes.
4. Closing procedures.
    a. Teacher.
        1) Rewind program tapes.
        2) Turn off console power.
    b. Students.
        1) Replace headsets.
        2) Turn off controls.

LAB PROCEDURES - AAR LAB

1. Equipment check.
   a. Teacher
      1) Turn on console power and put on program.
      2) Check positions (with aid of seating charts). Then enter results on daily log sheet.
   b. Students.
      1) Check for and report any damage at once.
      2) Set up tape for recording.
      3) Turn on controls.
2. Opening procedures.
   a. Teacher - start program.
   b. Students - put on headsets and adjust controls.
3. Recording and playback operations.
   a. Part I.
      1) Teacher - monitor by listening at console and/or circulating around lab.
      2) Students - listen and record program for approximately 10 minutes.
   b. Part II.
      1) Teacher - keep order while students play back and listen to their recordings.
      2) Students - listen to their recording of the program for approximately 10 minutes.
4. Closing procedures.
   a. Teacher.
      1) Rewind program tapes.
      2) Turn off console power.
   b. Students.
      1) Rewind tapes.
      2) Replace headsets.
      3) Turn off controls.

FSGM-TR

DO'S AND DON'TS

DO'S

1. Use lab tapes an average of one fourth class period daily for reinforcing previously introduced material.

2. Conduct class in foreign language, except for use of English to explain grammar and other difficult points.

3. Devote an average of one third of daily class time to grammar.

4. Follow grammar sequence prescribed by text.

5. Teach grammar after textual examples appear.

6. Require students to keep a notebook for grammar.

7. Have students memorize grammar generalizations.

8. Teach only vocabulary presented in text (preferably in context).

9. Spend an average of three to five minutes daily on pronunciation exercises presented in Teacher's Manual.

   (Teacher's pronunciation to serve as model.)

10. Introduce reading on material previously heard, moving from choral to individual performance.

11. Give writing assignments on previously learned material (see Teacher's Manual).

12. Homework assignments should follow suggestions prescribed in Teacher's Manual.

13. Treat culture strictly as a behavioral pattern, limiting discussion of refinement culture to the confines of the textual materials.

DON'TS

1. No systematic presentation of refinement culture.

2. No vocabulary tests - word for word translation.

3. No formal translation or translation tests.

FSGM - AA

DO'S AND DON'TS

DO'S

1. Spend two 25-minute periods per week in lab.
2. Supervise all lab drills.
3. Use lab tapes an average of one fourth class period daily for reinforcing previously introduced material.
4. Conduct class in foreign language, except for grammar explanations.
5. Devote an average of one-third class time to grammar.
6. Follow grammar sequence prescribed by text.
7. Teach grammar after textual examples appear.
8. Require students to keep a notebook for grammar.
9. Have students memorize grammar generalizations.
10. Teach only vocabulary presented in text (preferably in context).
11. Spend an average of 3 - 5 minutes daily on pronunciation exercises presented in Teacher's Manual.

    (Teacher's pronunciation to serve as model.)
12. Introduce reading from material previously heard moving from choral to individual performance.
13. Give writing assignments on previously learned material (see Teacher's Manual).
14. Homework assignments should follow sequence prescribed in Teacher's Manual.
15. Treat culture strictly as a behavioral pattern, limiting discussion of refinement culture to the confines of the textual materials.

DON'TS

1. No systematic presentation of refinement culture.
2. Do not record in lab.
3. No vocabulary tests - word for word translation.
4. No formal translation or translation tests.

FSGM-AAR

DO'S AND DON'TS

DO'S

1. Use lab two 25 minute periods per week.
2. Spend half of time for recording and half for playback.
3. Supervise all lab drill.
4. Use lab tapes an average of one fourth class period daily for reinforcing previously introduced material.
5. Conduct class in foreign language except for grammar explanations.
6. Follow grammar sequence prescribed by text.
7. Devote an average of one-third class time to grammar.
8. Teach grammar after textual examples appear.
9. Require students to keep a notebook for grammar.
10. Have students memorize grammar generalizations.
11. Spend an average of 3 - 5 minutes daily on pronunciation exercises presented in text.
    (Teacher's pronunciation to serve as model.)
12. Teach only vocabulary presented in text (preferably in context).
13. Introduce reading from material previously heard moving from choral to individual performance.
14. Give writing assignments on previously learned material (see Teacher's Manual).
15. Homework assignments should follow suggestions prescribed in Teacher's Manual.
16. Treat culture strictly as a behavioral pattern, limiting discussion of refinement culture to the confines of the textual materials.

DON'TS

1. No systematic presentation of refinement culture.
2. No vocabulary tests - word for word translation.
3. No formal translation or translation tests.

CONDITION 11-1

A-LM FRENCH LEVEL II

OVERVIEW

1. Text: A-LM FRENCH, LEVEL II, published by Harcourt, Brace and World, Inc., 1962, 1961.
2. Required equipment and materials.
   a. Tape recorder.
   b. Complete set of lab tapes.
   c. Student notebook for grammar.
3. Optional equipment and materials.
   a. Complete set of test tapes.
   b. Student practice records for home use.
   c. Teacher's cue cards.
   d. Dialog posters.
   e. Student test booklets.
4. Testing.
   a. Proportion of grade based on oral testing - 50%.
   b. Unit tests (with key) in Teacher's Manual to be administered.
   c. To supplement, teacher may use following types of tests:
      1) Dictation (only of previously learned material).
      2) Rejoinder and completion.
      3) Multiple choice.
      4) True-false.

CONDITION 21-1

A-LM GERMAN LEVEL II

OVERVIEW

1. Text: A-LM GERMAN LEVEL II, published by Harcourt, Brace and World, Inc., 1962, 1961.

2. Required equipment and materials.

   a. Tape recorder.

   b. Complete set of lab tapes.

   c. Student notebook for grammar.

3. Optional equipment and materials.

   a. Complete set of test tapes.

   b. Student practice records for home use.

   c. Teacher's cue cards.

   d. Dialog posters.

   e. Student test booklets.

4. Testing.

   a. Proportion of grade based on oral testing - 50%.

   b. Unit tests (with key) in Teacher's Manual to be administered.

   c. To supplement, teacher may use following types of tests:

      1) Dictation (only of previously learned material).

      2) Rejoinder and completion.

      3) Multiple choice.

      4) True - false.

METHODOLOGY

N.B. Structure drills must be made thoroughly familiar by repeated exposure in class practice sessions before the taped drills are to be played. The material has to be quite familiar and well understood before a tape program can be used effectively.

1. Dialog.
   a. Give oral model of dialog sentence.
   b. Dramatize sentences, using props, gestures, etc.
   c. Indicate speaker, using dialog posters or stick figures.
   d. Drill dialog by proceeding from choral, part-choral to individual.
   e. Have students dramatize dialog after gaining oral control.

2. Dialog adaptation.
   a. Relate dialog to student's personal experience to aid memorization.
   b. Present oral models.
   c. Practice with students.
   d. Begin "chain practice" (see Teacher's Manual).

3. Structure drills.
   a. Present frame utterance exemplifying grammatical point.
   b. For detailed instructions see Teacher's Manual.

4. Directed dialog.
   a. Stimulate controlled conversation by commands.
   b. For presentation see Teacher's Manual.

5. "Generalizations."
   a. Draw paradigms (found at end of unit in text) on blackboard.
   b. Explain grammatical rules and exceptions, and give examples.
   c. Work with applicable drills.
   d. Have student keep a notebook.
      1) This to include grammar rules and paradigms.
      2) This material to be memorized by student.

6. "Recombination Narratives."
   a. Recite narrative once or twice and question students for comprehension.
   b. See Teacher's Manual for further procedure.

7. "Recombination Reading Narratives."
   a. Read narrative once or twice to students who follow it in their texts.

8. "Supplement."
   a. Teach by repetition.
   b. Drill by question-answer.

RECOMMENDED MINIMUM RATE OF COVERAGE.

1. At end of semester - 12 units.

2. At end of year - 16 units.

CONDITION 13-1

A-LM FRENCH LEVEL II

OVERVIEW

1. Text: A-LM FRENCH, LEVEL II, published by Harcourt, Brace and World, Inc., 1962, 1961.
   a. Teacher to have copy of text and Teacher's Manual.
   b. Each student to have his own copy of text.
2. Required equipment and materials.
   a. Audio-active laboratory.
   b. Tape recorder.
   c. Complete set of lab tapes.
   d. Student notebook for grammar.
3. Optional equipment and materials.
   a. Complete set of test tapes.
   b. Student practice records for home use.
   c. Teacher's cue cards.
   d. Dialog posters.
   e. Student test booklets.
4. Testing.
   a. Proportion of grade based on oral testing - 50%.
   b. Unit tests (with key) in Teacher's Manual to be administered.
   c. To supplement, teacher may use following types of tests:
      1) Dictation (only of previously learned material).
      2) Rejoinder and completion.
      3) Multiple choice.
      4) True-false.

CONDITION 23-1

A-LM GERMAN LEVEL II

OVERVIEW

1. Text: A-LM GERMAN, LEVEL II, published by Harcourt, Brace and World, Inc., 1962, 1961.
   a. Teacher to have copy of text and Teacher's Manual.
   b. Each student to have his own copy of text.
2. Required equipment and materials.
   a. Audio-active laboratory.
   b. Tape recorder.
   c. Complete set of lab tapes.
   d. Student notebook for grammar.
3. Optional equipment and materials.
   a. Complete set of test tapes.
   b. Student practice records for home use.
   c. Teacher's cue cards.
   d. Dialog posters.
   e. Student test booklets.
4. Testing.
   a. Proportion of grade based on oral testing - 50%.
   b. Unit tests (with key) in Teacher's Manual to be administered.
   c. To supplement, teacher may use following types of tests:
      1) Dictation (only of previously learned material).
      2) Rejoinder and completion.
      3) Multiple choice.
      4) True - false.

CONDITION 15-1

A-LM FRENCH LEVEL II

OVERVIEW

1. Text: A-LM FRENCH, LEVEL II, published by Harcourt, Brace and World, Inc., 1962, 1961.
   a. Teacher to have copy of text and Teacher's Manual.
   b. Each student to have his own copy of text.
2. Required equipment and materials.
   a. Audio-Active-Record laboratory.
   b. Tape Recorder.
   c. Complete set of lab tapes.
   d. Student notebook for grammar.
3. Optional equipment and materials.
   a. Complete set of test tapes.
   b. Student practice records for home use.
   c. Teacher's cue cards.
   d. Dialog posters.
   e. Student text booklets.
4. Testing.
   a. Proportion of grade based on oral testing - 50%.
   b. Unit tests (with key) in Teacher's Manual to be administered.
   c. To supplement, teacher may use following types of tests:
      1) Dictation (only of previously learned material).
      2) Rejoinder and completion.
      3) Multiple choice.
      4) True - false.

CONDITION 25-1

A-LM GERMAN LEVEL II

OVERVIEW

1. Text: A-LM GERMAN LEVEL TWO, published by Harcourt, Brace and World, Inc., 1962, 1961.
   a. Teacher to have copy of text and Teacher's Manual.
   b. Each student to have his own copy of text.
2. Required equipment and materials.
   a. Audio-active-record laboratory.
   b. Tape recorder.
   c. Complete set of lab tapes.
   d. Student notebook for grammar.
3. Optional equipment and materials.
   a. Complete set of test tapes.
   b. Student practice records for home use.
   c. Teacher's cue cards.
   d. Dialog posters.
   e. Student text booklets.
4. Testing.
   a. Proportion of grade based on oral testing - 50%.
   b. Unit tests (with key) in Teacher's Manual to be administered.
   c. To supplement, teacher may use following types of tests:
      1) Dictation (only of previously learned material).
      2) Rejoinder and completion.
      3) Multiple choice.
      4) True - false.

METHODOLOGY

N.B. Structure drills must be made thoroughly familiar by repeated exposure in class practice sessions before the taped drills are to be played. The material has to be quite familiar and well understood before a tape program can be used effectively.

1. Dialog.
   a. Give oral model of dialog sentences.
   b. Dramatize sentences, using props, gestures, etc.
   c. Indicate speaker, using dialog posters or stick figures.
   d. Drill dialog by proceeding from choral, part-choral to individual.
   e. Have students dramatize dialog after gaining oral control.
2. Dialog adaptation.
   a. Relate dialog to student's personal experience to aid memorization.
   b. Present oral models.
   c. Practice with students.
   d. Begin "chain practice" (see Teacher's Manual).
3. Structure drills.
   a. Present frame utterance exemplifying grammatical point.
   b. For detailed instructions see Teacher's Manual.
4. Directed dialog.
   a. Stimulate controlled conversation by commands.
   b. For presentation see Teacher's Manual.
5. "Generalizations."
   a. Draw paradigms (found at end of unit in text) on blackboard.
   b. Explain grammatical rules and exceptions, and give examples.
   c. Work with applicable drills.
   d. Have student keep a notebook.
      1) This to include grammar rules and paradigms.
      2) This material to be memorized by student.
6. "Recombination Narratives."
   a. Recite narrative once or twice and question students for comprehension.
   b. See Teacher's Manual for further procedure.
7. "Recombination Reading Narratives."
   a. Read narrative once or twice to students who follow it in their texts.

8. "Supplement."
   a. Teach by repetition.
   b. Drill by question-answer.
9. Tapes.
   a. In the laboratory.
      1) Two 25 minute periods per week.
      2) Devote half of time to recording; half to playback.
      3) Do <u>not</u> use dialogs.
      4) Supervise all drill (see Teacher's Manual for detailed instructions).
      5) Supplementary lab drill for individual students at discretion of teacher.
   b. In the classroom.
      1) Average of one fourth of total weekly instruction time.
      2) For reinforcement of previously introduced material.

RECOMMENDED RATE OF COVERAGE

1. At end of semester - 12 units.
2. At end of year - 16 units.

CONDITION 11-2

PARLER ET LIRE

OVERVIEW

1. Text: LE FRANÇAIS: PARLER ET LIRE, published by Holt, Rinehart and Winston, New York, N. Y., 1963.
   a. Teacher to have copy of text and Teacher's Manual.
   b. Each student to have his own copy of text.
2. Required equipment and materials.
   a. Tape recorder.
   b. Complete set of lab tapes.
   c. Student notebook for grammar.
3. Optional equipment and materials.
   a. Complete set of test tapes.
   b. Student practice records for home use.
   c. Tests for evaluation of listening and reading comprehension.
   d. Set of flashcards.
   e. Printed unit quizzes.
   f. Grading charts.
4. Testing.
   a. Proportion of grade based on oral testing - 50%.
   b. To supplement, teacher may use the following types of tests:
      1) Dictation (only of previously learned material).
      2) Rejoinder and completion.
      3) Multiple choice.
      4) True - false.

RECOMMENDED MINIMUM RATE OF COVERAGE.

1. At end of semester - 20 units, end of Level I.
2. At end of year - 6 units, Level II text.

CONDITION 13-2

PARLER ET LIRE

OVERVIEW

1. Text: LE FRANÇAIS: PARLER ET LIRE, published by Holt, Rinehart and Winston, New York, N. Y., 1963.
   a. Teacher to have copy of text and Teacher's Manual.
   b. Each student to have his own copy of text.
2. Required equipment and materials.
   a. Audio-active laboratory.
   b. Tape recorder.
   c. Complete set of lab tapes.
   d. Student notebook for grammar.
3. Optional equipment and materials.
   a. Complete set of test tapes.
   b. Student practice records for home use.
   c. Tests for evaluation of listening and reading comprehension.
   d. Set of flashcards.
   e. Printed unit quizzes.
   f. Grading charts.
4. Testing.
   a. Proportion of grading based on oral testing - 50%.
   b. To supplement, teacher may use following types of tests:
      1) Dictation (only of previously learned material).
      2) Rejoinder and completion.
      3) Multiple choice.
      4) True - false.

RECOMMENDED MINIMUM RATE OF COVERAGE

1. At end of semester - 20 units, Level I text.
2. At end of year - 6 units, Level II text.

CONDITION 15-2

PARLER ET LIRE

OVERVIEW

1. Text: LE FRANÇAIS: PARLER ET LIRE, published by Holt, Rinehart and Winston, New York, N. Y., 1963.
   a. Teacher to have copy of text and Teacher's Manual.
   b. Each student to have his own copy of text.
2. Required equipment and materials.
   a. Audio-Active-Record laboratory.
   b. Tape recorder.
   c. Complete set of lab tapes.
   d. Student notebook for grammar.
3. Optional equipment and materials.
   a. Complete set of text tapes.
   b. Student practice records for home use.
   c. Tests for evaluation of listening and reading comprehension.
   d. Set of flashcards.
   e. Printed unit quizzes.
   f. Grading charts.
4. Testing.
   a. Proportion of grade based on oral testing - 50%.
   b. Printed tests to be administered after Units 5, 10, 15.
   c. To supplement, teacher may use following types of tests:
      1) Dictation (only of previously learned material).
      2) Rejoinder and completion.
      3) Multiple choice.
      4) True-false.

RECOMMENDED MINIMUM RATE OF COVERAGE

1. At end of semester - 20 units, Level I text.
2. At end of year - 6 units, Level II text.

FSG

(11, 13, 15)

PARLER ET LIRE

METHODOLOGY

Introductory comments:

Since there is no teacher's edition of the Level Two text, it is necessary that the Teacher's Manual (T.M.) be consulted as a guide for the correct use of the text. Without constant reference to the T.M., the student text alone cannot be an effective tool.

Both the idiom drills and grammar exercises MUST be made thoroughly familiar by repeated exposure in class practice sessions before the taped drills are to be played. The material has to be well understood before a tape program can be used effectively.

1. Dictionary usage.

   a. Study by definition, NOT translation.

   b. Use Supplementary Conversational Practice Exercises in Appendix of T.M. (pp. 215 - 223) for learning and testing definitions.

2. Conversations (La Vie Journalière), Chapters 1 - 7.

   a. Follow directions in T.M., using Previews (T.M., p. 2*) and Reviews (T.M., p. 5).

   b. Use Narrations (Exercises A and B) as explained in T.M. on pp. 3 - 5 and in student text on pp. 7 - 10.

   c. Use substitutions according to T.M. (sample resultant narrative, p. 4).

3. Scene Sequences (chapters 3 - 7).

   a. Follow directions in T.M. using Previews (pp. 26, 28, 30, 33) and Reviews (pp. 26, 29, 31).

   b. Assign the "comptes rendus" (sample in T.M., p. 265).

* Page numbers refer to first use of a specific procedure; these are meant as guides in finding corresponding procedures in all chapters where applicable.

4. Reports (letters and essays), chapters 3 - 7, 9 - 13.
   a. Use questionnaires for each report for oral and written work (T.M., p. 35 - 36).
5. Grammar.
   a. Teach grammar sections in back of student text according to order suggested in T.M. (chart, p. 284). Students must copy and learn paradigms.
   b. Follow directions for each chapter in T.M.; do all exercises orally and in writing (Grammar, T.M., pp. 333; key in T.M., pp. 254 - 265).
   c. After drills are thoroughly learned, use tapes.
6. Idioms.
   a. Treat idioms as suggested in T.M. (pp. 13, 5-6, 8, 10, 12).
   b. Do all exercises orally and in writing.
   c. After drills are thoroughly learned, use tapes.

CONDITION 21-2

SPRECHEN UND LESEN

OVERVIEW

1. Text: DEUTSCH: SPRECHEN UND LESEN, by Rehder, Thomas, Twaddell and O'Connor, published by Holt, Rinehart and Winston, 1963.
   a. Teacher to have copy of text and Teacher's Manual.
   b. Each student to have his own copy of text.
2. Required equipment and materials.
   a. Tape recorder.
   b. Complete set of lab tapes.
   c. Student notebook for grammar.
3. Optional equipment and materials.
   a. Complete set of test tapes.
   b. Student practice records for home use.
   c. Tests for evaluation of listening and reading comprehension.
   d. Set of flashcards.
   e. Printed unit quizzes.
   f. Grading charts.
4. Testing.
   a. Proportion of grade based on oral testing - 50%.
   b. To supplement, teacher may use the following types of tests:
      1) Dictation (only of previously learned material).
      2) Rejoinder and completion.
      3) Multiple choice.
      4) True - false.

RECOMMENDED MINIMUM RATE OF COVERAGE.

1. At end of semester - 20 units, end of Level I.
2. At end of year - 6 units, Level II text.

CONDITION 23-2

SPRECHEN UND LESEN

OVERVIEW

1. Text: DEUTSCH: SPRECHEN UND LESEN, by Rehder, Thomas, Twaddell and O'Connor, published by Holt, Rinehart and Winston, 1963.

   a. Teacher to have copy of text and Teacher's Manual.

   b. Each student to have his own copy of text.

2. Required equipment and materials.

   a. Audio-active laboratory.

   b. Tape recorder.

   c. Complete set of lab tapes.

   d. Student notebook for grammar.

3. Optional equipment and materials.

   a. Complete set of test tapes.

   b. Student practice records for home use.

   c. Tests for evaluation of listening and reading comprehension.

   d. Set of flashcards.

   e. Printed unit quizzes.

   f. Grading charts.

4. Testing.

   a. Proportion of grade based on oral testing - 50%.

   b. To supplement, teacher may use following types of tests:

      1) Dictation (only of previously learned material).

      2) Rejoinder and completion.

      3) Multiple choice.

      4) True - false.

RECOMMENDED MINIMUM RATE OF COVERAGE

1. At end of semester - 20 units, Level I text.

2. At end of year - 6 units, Level II text.

CONDITION 25-2

SPRECHEN UND LESEN

OVERVIEW

1. Text: DEUTSCH: SPRECHEN UND LESEN, by Rehder, Thomas, Twaddell and O'Connor, published by Holt, Rinehart and Winston, 1963.

   a. Teacher to have copy of text and Teacher's Manual.

   b. Each student to have his own copy of text.

2. Required equipment and materials.

   a. Audio-active-record laboratory.

   b. Tape recorder.

   c. Complete set of lab tapes.

   d. Student notebook for grammar.

3. Optional equipment and materials.

   a. Complete set of text tapes.

   b. Student practice records for home use.

   c. Tests for evaluation of listening and reading comprehension.

   d. Set of flashcards.

   e. Printed unit quizzes.

   f. Grading charts.

4) Testing.

   a. Proportion of grade based on oral testing - 50%.

   b. Printed tests to be administered after Units 5, 10, 15.

   c. To supplement, teacher may use following types of tests:

      1) Dictation (only of previously learned material).

      2) Rejoinder and completion.

      3) Multiple choice.

      4) True - false.

RECOMMENDED MINIMUM RATE OF COVERAGE

1. At end of semester - 20 units, Level I text.

2. At end of year - 6 units, Level II text.

FSG

(21, 23, 25)

SPRECHEN UND LESEN

METHODOLOGY

Introductory comments:

Since there is no teacher's edition of the Level Two text, it is necessary that the Teacher's Manual (T.M.) be consulted as a guide for the correct use of the text. Without constant reference to the T.M., the student text alone cannot be an effective tool.

Both the idiom drills and grammar exercises MUST be made thoroughly familiar by repeated exposure in class practice sessions before the taped drills are to be played. The material has to be well understood before a tape program can be used effectively.

CHAPTER III

1. Dictionary usage.

   Study by definition, NOT translation.
   Quiz - T.M., p. 21.

2. Conversations 1, 2, and 3.

   For answers see T.M., pp. 21-22.

Ex:	Question	Answer
a.	Was hält Erika vom F. C. Hannover?	Er (der Club) ist in guter Form. (Seite 39 - zeile 2)
b.	Was sagt Heidi von "ihm"?	Er ist ein netter Kerl.

3. Use of the idiom (adapted from conversations).

	A		B
a.	Ist er gestern bei Jürgen gewesen?		Nein, leider nicht.
		or	Ja, natürlich!
		or	Gewiss doch!
b.	Wo wohnt er?		Nicht weit von mir.
		or	Ganz in der Nähe.
		or	Gegenüber der Post.
c.	Hast du denn für Fussball nicht viel übrig?		Nein, ich gehe viel lieber rudern.
		or	Nein, ich wäre lieber ins Kino gegangen.

4. Grammar Topic 27.

   a. Do the exercises both orally and in writing pp. 277 - 278.

   b. Turn to p. 111 in the T.M. and thoroughly work through the drills of Program 3A and follow with p. 113 - Program 4B. See note above under METHODOLOGY.

5. Conversations 4 and 5.
6. P. 45 - Reading passage and questions in T.M.
7. P. 232 - Grammar Topic 4
   Plural Forms of Nouns - Endings and Vowel changes.

   Students will copy both rules and charts into their notebooks.

Sing.	Plural
a	[illegible]
o	[illegible]
u	[illegible]
au	[illegible]

8. Conversations 8 and 9 treat as in T.M.
9. Imperative Forms - Text pp. 255 - 256.
   Including the 2nd person - <u>Familiar</u> and <u>Formal.</u>
10. <u>Reading Passage</u> and questions in T.M. pp. 52 - 56.

THE TEACHING STRATEGIES AND LABORATORY SYSTEMS

I. Strategy II: The functional skills method.

The primary objective of foreign language instruction according to the "functionalists" is that the student be able to use the language as it is used in the foreign country. It is considered essential that the four language skills be taught in a progression - listening first to the spoken word, followed by repeating orally that which was heard, then reading the graphic symbols that were both heard and spoken, and, finally, writing that which was heard, spoken and read.

The "functional skills" are taught by means of the dialog and its associated activities. There is opportunity for extensive student practice in both listening and speaking in the target language. Vocabulary is learned only in context while formal prescribed grammatical analysis is avoided.

II. Rationale.

The principle advanced by those supporting this method is that, essentially, language is speech. Written symbols are a derived and secondary form of language. We are able to use our mother tongue effectively long before we can read or write the graphic symbols representing the spoken word. Furthermore, it is claimed that language learning is a skill, not an intellectual discipline. It follows, then, that methods effective in teaching science and mathematics are not ideally suited for cultivating language habits. More appropriately, the student is instructed to practice language forms to the point that his responses are automatic, in much the same way that he uses his own language.

III. List of general criteria - functional skills method.

A. Use of target language in classroom.
   1. By the student: for all responses.
   2. By the teacher: for daily routine communication to pupils of instructions, cues and models.
B. Native tongue to be used only for describing grammar and syntax.
C. Sequence of learning.
   1. Hearing.
   2. Speaking.
   3. Reading.
   4. Writing.
D. Grammar.
   1. Descriptive rather than prescriptive.
   2. Incidental to functional skills being taught.
E. Reading.
   1. Printed material always presented as a transcription of spoken forms.
   2. As direct communication without the intermediary of translation from the target language to the native tongue.
F. Writing - learned first as a transcription of spoken forms.
G. Testing - written and oral tests given in order to test for listening comprehension and speaking proficiency as well as reading and writing skills.
H. Culture - "total culture" as reflected in language behavior is taught as opposed to refinement or prestige culture.

FSM

IV. Expected Level of Proficiency in Four Skills (all proficiency levels are to be considered in relation to limitations imposed by test)

A. Listening comprehension.
1. At end of semester.
a. Phonemic discrimination - nearly all phonemic differences.
b. Understand simple conversation spoken at normal speed.
2. At end of year.
a. Phonemic discrimination - all phonemic differences.
b. Understand idiomatic conversation spoken at normal speed.

B. Speaking.
1. At end of semester.
a. Repeat sentences with correct accent and intonation.
b. Engage in simple conversation on a variety of basic everyday situations.
c. Ability to vary spontaneously any basic structures already learned.
2. At end of year.
a. Speak with average fluency possessing correct accent and intonation.
b. Engage in idiomatic conversation on a variety of situations.
c. Ability to converse with facility, varying structures already learned.

C. Reading.
1. At end of semester.
a. Read and understand directly dialogs and simple prose narratives dealing with everyday situations.
2. At end of year.
a. Read and understand (sight-read) various types of simple prose narratives.

D. Writing.
1. At end of semester.
a. Ability to answer questions in written form with spontaneous variation of forms and structures previously learned.
b. Ability to express in writing simple concepts dealing with everyday situations.
2. At end of year.
a. Ability to express in writing (paragraph or short composition) concepts dealing with a variety of situations.
b. Ability to take dictation of unfamiliar material with known vocabulary or phraseology.

FSM-TR
(12-1, 12-2, 22-1, 22-2)

DO'S AND DON'TS

DO'S

1. Use lab tapes an average of one fourth class period daily for reinforcing previously introduced material.
2. Conduct class in foreign language.
3. Teach only vocabulary presented in text (preferably in context).
4. Treat grammar generalizations informally.
5. Spend an average of three to five minutes daily on pronunciation exercises presented in Teacher's Manual.
   (Teacher's pronunciation to serve as model.)
6. Introduce reading on material previously heard moving from choral to individual performance.
7. Give writing assignments on previously learned material (see Teacher's Manual).
8. Homework assignments should follow suggestions prescribed in Teacher's Manual.
9. Treat culture strictly as behavioral patterns, limiting discussion of refinement culture to that presented in the text.

DON'TS

1. No systematic presentation of refinement culture.
2. No vocabulary tests - word for word translation.
3. No systematic presentation of grammar.
4. No memorization or testing of grammar generalizations.
5. No formal translation or translation tests.

FSM-AA

DO'S AND DON'TS

DO'S

1. Use lab two 25-minute periods per week.

2. Supervise all lab drill.

3. Use lab tapes an average of one fourth class period daily for reinforcing previously introduced material.

4. Conduct class in foreign language, using English to clarify difficult points.

5. Spend an average of three to five minutes daily on pronunciation exercises presented in Teacher's Manual.
   (Teacher's pronunciation to serve as model.)

6. Teach only vocabulary presented in text (preferably in context).

7. Treat grammar generalizations informally.

8. Introduce reading on material previously heard, moving from choral to individual performance.

9. Give writing assignments on previously learned material (see Teacher's Manual).

10. Homework assignments should follow suggestions prescribed in Teacher's Manual.

11. Treat culture strictly as a behavioral pattern, limiting discussion of refinement culture to that presented in the text.

DON'TS

1. Do not permit students to record in lab.

2. No systematic presentation of refinement culture.

3. No vocabulary tests-word for word translation.

4. No systematic presentation of grammar.

5. No memorization or testing of grammar generalizations.

6. No formal translation or translation tests.

7. No use of dialogs in lab.

FSM-AAR

DO'S AND DON'TS

DO'S

1. Use lab two 25-minute periods per week.
2. Spend half of time for recording and half for playback.
3. Supervise all lab drill.
4. Use lab tapes an average of one fourth class period daily for reinforcing previously introduced material.
5. Conduct class in foreign language, using English to clarify difficult points.
6. Spend an average of three to five minutes daily on pronunciation exercises presented in Teacher's Manual

   (Teacher's pronunciation to serve as model.)
7. Teach only vocabulary presented in text (preferably in context).
8. Treat grammar generalizations informally.
9. Introduce reading on material previously heard, moving from choral to individual performance.
10. Give writing assignments on previously introduced material (see Teacher's Manual).
11. Homework assignments should follow suggestions prescribed in Teacher's Manual.
12. Treat culture strictly as a behavioral pattern, limiting discussion of refinement culture to that presented in the text.

DON'TS

1. No systematic presentation of refinement culture.
2. No vocabulary tests - word for word translation.
3. No systematic presentation of grammar.
4. No memorization or testing of grammar generalizations.
5. No formal translation or translation tests.
6. No use of dialogs in the labs.

CONDITION 12-1

A-LM FRENCH LEVEL II

OVERVIEW

1. Text: A-LM FRENCH LEVEL TWO, published by Harcourt, Brace and World, 1961, 1962, 1964.

   a. Teacher to have copy of text and Teacher's Manual.

   b. Each student to have his own copy of text.

2. Required equipment and materials.

   a. Tape recorder.

   b. Complete set of lab tapes.

3. Optional equipment and materials.

   a. Complete set of test tapes.

   b. Student practice records for home use.

   c. Dialog posters.

   d. Student text booklets.

4. Testing.

   a. Proportion of grade based on oral testing - 50%.

   b. Unit tests (with key) in Teacher's Manual to be administered.

   c. To supplement, teacher may use following types of tests:

      1) Dictation (only of previously learned material).

      2) Rejoinder and completion.

      3) Multiple choice.

      4) True - false.

CONDITION 22-1

A-LM GERMAN LEVEL II

OVERVIEW

1. Text: A-LM GERMAN LEVEL TWO, published by Harcourt, Brace and World, 1962, 1961.

   a. Teacher to have copy of text and Teacher's Manual.

   b. Each student to have his own copy of text.

2. Required equipment and materials.

   a. Tape recorder.

   b. Complete set of lab tapes.

3. Optional equipment and materials.

   a. Complete set of test tapes.

   b. Student practice records for home use.

   c. Dialog posters.

   d. Student text booklets.

4. Testing.

   a. Proportion of grade based on oral testing - 50%.

   b. Unit tests (with key) in Teacher's Manual to be administered.

   c. To supplement, teacher may use following types of tests:

      1) Dictation (only of previously learned material).

      2) Rejoinder and completion.

      3) Multiple choice.

      4) True - false.

METHODOLOGY.

N.B. Structure drills must be made thoroughly familiar by repeated exposure in class practice sessions before the taped drills are to be played. The material has to be quite familiar and well understood before a tape program can be used effectively.

1. Dialog.
   a. Give oral model of dialog sentences.
   b. Dramatize sentences, using props, gestures, etc.
   c. Indicate speaker, using dialog posters or stick figures.
   d. Drill dialog by proceeding from choral, part-choral to individual.
   e. Have students dramatize dialog after gaining oral control.
2. Dialog adaptation.
   a. Relate dialog to student's personal experience to aid memorization.
   b. Present oral models.
   c. Practice with students.
   d. Begin "chain practice" (see Teacher's Manual).
3. Structure drills.
   a. Present frame utterance exemplifying grammatical point.
   b. For detailed instructions see Teacher's Manual.
4. Directed dialog.
   a. Stimulate controlled conversation by commands.
   b. For presentation see Teacher's Manual.
5. "Recombination Narratives."
   a. Recite narrative once or twice and question students for comprehension.
   b. See Teacher's Manual for further procedure.
6. "Recombination Reading Narratives."
   a. Read narrative once or twice to students who follow it in their texts.
7. "Supplement."
   a. Teach by repetition.
   b. Drill by question-answer.

RECOMMENDED MINIMUM RATE OF COVERAGE.

1. At end of semester - 12 units.
2. At end of year - 16 units.

CONDITION 14-1

A-LM FRENCH LEVEL II

OVERVIEW

1. Text: A-LM - FRENCH, LEVEL II, published by Harcourt, Brace and World, Inc., 1962, 1961.
   a. Teacher to have copy of text and Teacher's Manual.
   b. Each student to have his own copy of text.
2. Required equipment and materials.
   a. Audio-active laboratory.
   b. Tape recorder.
   c. Complete set of lab tapes.
3. Optional equipment and materials.
   a. Complete set of test tapes.
   b. Student practice records for home use.
   c. Dialog posters.
   d. Student test booklets.
4. Testing.
   a. Proportion of grade based on oral testing - 50%.
   b. Unit tests (with key) in Teacher's Manual to be administered.
   c. To supplement, teacher may use following types of tests:
      1) Dictation (only of previously learned material).
      2) Rejoinder and completion.
      3) Multiple choice.
      4) True - false.

CONDITION 16-1

A-LM FRENCH LEVEL II

OVERVIEW

1. Text: A-LM FRENCH, LEVEL II, published by Harcourt, Brace and World, Inc., 1962, 1961.
   a. Teacher to have copy of text and Teacher's Manual.
   b. Each student to have his own copy of text.
2. Required equipment and materials.
   a. Audio-active-record laboratory.
   b. Tape recorder.
   c. Complete set of lab tapes.
3. Optional equipment and materials.
   a. Complete set of test tapes.
   b. Student practice records for home use.
   c. Teacher's cue cards.
   d. Dialog posters.
   e. Student test booklets.
4. Testing.
   a. Proportion of grade based on oral testing - 50%.
   b. Unit tests (with key) in Teacher's Manual to be administered.
   c. To supplement, teacher may use following types of tests:
      1) Dictation (only of previously learned material).
      2) Rejoinder and completion.
      3) Multiple choice.
      4) True - false.

CONDITION 24-1

A-LM GERMAN LEVEL II

OVERVIEW

1. Text: A-LM - GERMAN LEVEL II, published by Harcourt, Brace and World, Inc., 1962, 1961.
   a. Teacher to have copy of text and Teacher's Manual.
   b. Each student to have his own copy of text.
2. Required equipment and materials.
   a. Audio-active laboratory.
   b. Tape recorder.
   c. Complete set of lab tapes.
3. Optional equipment and materials.
   a. Complete set of test tapes.
   b. Student practice records for home use.
   c. Dialog posters.
   d. Student test booklets.
4. Testing.
   a. Proportion of grade based on oral testing - 50%.
   b. Unit tests (with key) in Teacher's Manual to be administered.
   c. To supplement, teacher may use following types of tests:
      1) Dictation (only of previously learned material).
      2) Rejoinder and completion.
      3) Multiple choice.
      4) True - false.

CONDITION 26-1

A-LM GERMAN LEVEL II

OVERVIEW

1. Text: A-LM GERMAN, LEVEL II, published by Harcourt, Brace and World, Inc., 1962, 1961.
   a. Teacher to have copy of text and Teacher's Manual.
   b. Each student to have his own copy of text.
2. Required equipment and materials.
   a. Audio-active-record laboratory.
   b. Tape recorder.
   c. Complete set of lab tapes.
3. Optional equipment and materials.
   a. Complete set of test tapes.
   b. Student practice records for home use.
   c. Teacher's cue cards.
   d. Dialog posters.
   e. Student test booklets
4. Testing.
   a. Proportion of grade based on oral testing - 50%.
   b. Unit tests (with key) in Teacher's Manual to be administered.
   c. To supplement, teacher may use following types of tests:
      1) Dictation (only of previously learned material).
      2) Rejoinder and completion.
      3) Multiple choice.
      4) True - false.

METHODOLOGY

N.B. Structure drills must be made thoroughly familiar by repeated exposure in class practice sessions before the taped drills are to be played. The material has to be quite familiar and well understood before a tape program can be used effectively.

1. Dialog.
   a. Give oral model of dialog sentence.
   b. Dramatize sentences, using props, gestures, etc.
   c. Indicate speaker, using dialog posters or stick figures.
   d. Drill dialog by proceeding from choral, part-choral, to individual.
   e. Have students dramatize dialog after gaining oral control.
2. Dialog adaptation.
   a. Relate dialog to student's personal experience to aid memorization.
   b. Present oral models.
   c. Practice with students.
   d. Begin "chain practice" (see Teacher's Manual).
3. Structure drills.
   a. Present frame utterance exemplifying grammatical point.
   b. For detailed instructions see Teacher's Manual.
4. Directed dialog.
   a. Stimulate controlled conversation by commands.
   b. For presentation see Teacher's Manual.
5. "Recombination Narratives."
   a. Recite narrative once or twice and question students for comprehension.
   b. See Teacher's Manual for further procedure.
6. "Recombination Reading Narratives."
   a. Read narrative once or twice to students who follow it in their texts.
7. "Supplement."
   a. Teach by repetition.
   b. Drill by question-answer.

8. Tapes.

   a. In the laboratory.

      1) Two 25-minute periods per week.

      2) Half of time to be devoted to recording; half to playback.

      3) Do <u>not</u> use dialogs.

      4) Supervise all drill (see Teacher's Manual for instructions).

      5) Supplementary lab drill for individual students at discretion of teacher.

   b. In the classroom.

      1) Average of one fourth of total weekly instruction time.

      2) For reinforcement of previously introduced material.

RECOMMENDED MINIMUM RATE OF COVERAGE.

1. At end of semester - 12 units.

2. At end of year - 16 units.

CONDITION 12-2

PARLER ET LIRE

OVERVIEW

1. Text: LE FRANÇAIS: PARLER ET LIRE, by Langellier, Levy and O'Connor, published by Holt, Rinehart and Winston, 1962, 1963.

   a. Teacher to have copy of text and Teacher's Manual.

   b. Each student to have his own copy of text.

2. Required equipment and materials.

   a. Tape recorder.

   b. Complete set of lab tapes.

3. Optional equipment and materials.

   a. Complete set of test tapes.

   b. Student practice records for home use.

   c. Tests for evaluation of listening and reading comprehension.

   d. Set of flashcards.

   e. Printed unit quizzes.

   f. Grading charts.

4. Testing.

   a. Proportion of grade based on oral testing - 50%.

   b. To supplement, teacher may use following types of tests:

      1) Dictation (only of previously learned material).

      2) Rejoinder and completion.

      3) Multiple choice.

      4) True - false.

RECOMMENDED MINIMUM RATE OF COVERAGE

1. At end of semester - 20 units, end of Level I text.

2. At end of year - 6 units, Level II text.

CONDITION 14-2

PARLER ET LIRE

OVERVIEW

1. Text: LE FRANÇAIS: PARLER ET LIRE, published by Holt, Rinehart and Winston, New York, N. Y., 1963.
   a. Teacher to have copy of text and Teacher's Manual.
   b. Each student to have his own copy of text.
2. Required equipment and materials.
   a. Audio-active laboratory.
   b. Tape recorder.
   c. Complete set of lab tapes.
3. Optional equipment and materials.
   a. Complete set of test tapes.
   b. Student practice records for home use.
   c. Tests for evaluation of listening and reading comprehension.
   d. Set of flashcards.
   e. Printed unit quizzes.
   f. Grading charts.
4. Testing.
   a. Proportion of grade based on oral testing - 50%.
   b. To supplement, teacher may use following types of tests:
      1) Dictation (only of previously learned material).
      2) Rejoinder and completion.
      3) Multiple choice.
      4) True-false.

RECOMMENDED MINIMUM RATE OF COVERAGE

1. At end of semester - 20 units, end of Level I.
2. At end of year - 6 units, Level II text.

CONDITION 16-2

PARLER ET LIRE

OVERVIEW

1. Text: LE FRANÇAIS: PARLER ET LIRE, published by Holt, Rinehart and Winston, New York, N. Y., 1963.

    a. Teacher to have copy of text and Teacher's Manual.

    b. Each student to have his own copy of text.

2. Required equipment and materials.

    a. Audio-active-record laboratory.

    b. Tape recorder.

    c. Complete set of lab tapes.

3. Optional equipment and materials.

    a. Complete set of test tapes.

    b. Student practice records for home use.

    c. Tests for evaluation of listening and reading comprehension.

    d. Set of flashcards.

    e. Printed unit quizzes.

    f. Grading charts.

4. Testing.

    a. Proportion of grade based on oral testing - 50%.

    b. To supplement, teacher may use following types of tests.

        1) Dictation (only of previously learned material).

        2) Rejoinder and completion.

        3) Multiple choice.

        4) True - false.

RECOMMENDED MINIMUM RATE OF COVERAGE.

1. At end of semester - 20 units, end of Level I.

2. At end of year - 6 units, Level II text.

FSM
(12, 14, 16)

PARLER ET LIRE

METHODOLOGY

Introductory comments:

Since there is no teacher's edition of the Level Two text, it is necessary that the Teacher's Manual (T.M.) be consulted as a guide for the correct use of the text. Without constant reference to the T.M., the student text alone cannot be an effective tool.

Both the idiom drills and grammar exercises MUST be made thoroughly familiar by repeated exposure in class practice sessions before the taped drills are to be played. The material has to be well understood before a tape program can be used effectively.

1. Dictionary usage.

   a. Study by definition, NOT translation.

   b. Use Supplementary Conversational Practice Exercises in Appendix of T.M. (pp. 215 - 223) for learning and testing definitions.

2. Conversations (La Vie Journalière), Chapters 1 - 7.

   a. Follow directions in T.M., using Previews (T.M., p. 2*) and Reviews (T.M., p. 5).

   b. Use Narrations (Exercises A and B) as explained in T.M. on pp. 3 - 5 and in student text on pp. 7 - 10.

   c. Use substitutions according to T.M. (sample resultant narrative, p. 4).

3. Scene Sequences (chapters 3 - 7).

   a. Follow directions in T.M. using Previews (pp. 26, 28, 30, 33) and Reviews (pp. 26, 29, 31).

   b. Assign the "comptes rendus" (sample in T.M., p. 265).

* Page numbers refer to first use of a specific procedure; these are meant as guides in finding corresponding procedures in all chapters where applicable.

4. Reports (letters and essays), chapters 3 - 7, 9 - 13.

   a. Use questionaires for each report for oral and written work (T.M., p. 35 - 36).

5. Grammar.

   a. Assign grammar exercises in back of student text according to order suggested in T.M. (chart, p. 284) and specific assignments in each chapter. (Grammar, T.M., pp. 6, 12; student text, p. 333; key in T.M., pp. 254 - 265).

   b. After drills are thoroughly learned, use tapes.

6. Idioms.

   a. Treat idioms as suggested in T.M. (pp. 13, 5 - 6, 8, 10, 12).

   b. Do all exercises orally and in writing.

   c. After drills are thoroughly learned, use tapes.

CONDITION 22-2

SPRECHEN UND LESEN

OVERVIEW

1. Text: DEUTSCH: SPRECHEN UND LESEN, by Rehder, Thomas, Twaddell and O'Connor, published by Holt, Rinehart and Winston, 1963.
   a. Teacher to have copy of text and Teacher's Manual.
   b. Each student to have his own copy of text.
2. Required equipment and materials.
   a. Tape recorder.
   b. Complete set of lab tapes.
3. Optional equipment and materials.
   a. Complete set of test tapes.
   b. Student practice records for home use.
   c. Tests for evaluation of listening and reading comprehension.
   d. Set of flashcards.
   e. Printed unit quizzes.
   f. Grading charts.
4. Testing.
   a. Proportion of grade based on oral testing - 50%.
   b. To supplement, teacher may use following types of tests:
      1) Dictation (only of previously learned material).
      2) Rejoinder and completion.
      3) Multiple choice.
      4) True - false.

RECOMMENDED MINIMUM RATE OF COVERAGE

1. At end of semester - 20 units, end of Level I text.
2. At end of year - 6 units, Level II text.

CONDITION 24-2

SPRECHEN UND LESEN

OVERVIEW

1. Text: DEUTSCH: SPRECHEN UND LESEN, by Rehder, Thomas, Twaddell and O'Connor, published by Holt, Rinehart and Winston, 1963.
   a. Teacher to have copy of text and Teacher's Manual.
   b. Each student to have his own copy of text.
2. Required equipment and materials.
   a. Audio-active laboratory.
   b. Tape recorder.
   c. Complete set of lab tapes.
3. Optional equipment and materials.
   a. Complete set of test tapes.
   b. Student practice records for home use.
   c. Tests for evaluation of listening and reading comprehension.
   d. Set of flashcards.
   e. Printed unit quizzes.
   f. Grading charts.
4. Testing.
   a. Proportion of grade based on oral testing - 50%.
   b. To supplement, teacher may use following types of tests:
      1) Dictation (only of previously learned material).
      2) Rejoinder and completion.
      3) Multiple choice.
      4) True-false.

RECOMMENDED MINIMUM RATE OF COVERAGE

1. At end of semester - 20 units, end of Level I.
2. At end of year - 6 units, Level II text.

CONDITION 26-2

SPRECHEN UND LESEN

OVERVIEW

1. Text: DEUTSCH: SPRECHEN UND LESEN, by Rehder, Thomas, Twaddell and O'Connor, published by Holt, Rinehart and Winston, 1963.

   a. Teacher to have copy of text and Teacher's Manual.

   b. Each student to have his own copy of text.

2. Required equipment and materials.

   a. Audio-active-record laboratory.

   b. Tape recorder.

   c. Complete set of lab tapes.

   d. Student notebook for grammar.

3. Optional equipment and materials.

   a. Complete set of test tapes.

   b. Student practice records for home use.

   c. Tests for evaluation of listening and reading comprehension.

   d. Set of flashcards.

   e. Printed unit quizzes.

   f. Grading charts.

4. Testing.

   a. Proportion of grade based on oral testing - 50%.

   b. To supplement, teacher may use following types of tests:

      1) Dictation (only of previously learned material).

      2) Rejoinder and completion.

      3) Multiple choice.

      4) True - false.

RECOMMENDED MINIMUM RATE OF COVERAGE.

1. At end of semester - 20 units, end of Level I.

2. At end of year - 6 units, Level II text.

FSM

(22, 24, 26)

SPRECHEN UND LESEN

METHODOLOGY

Introductory comments:

Since there is no teacher's edition of the Level Two text, it is necessary that the Teacher's Manual (T.M.) be consulted as a guide for the correct use of the text. Without constant reference to the T.M., the student text alone cannot be an effective tool.

Both the idiom drills and grammar exercises MUST be made thoroughly familiar by repeated exposure in class practice sessions before the taped drills are to be played. The material has to be well understood before a tape program can be used effectively.

CHAPTER III

1. Dictionary usage.

   Study by definition, NOT translation.
   Quiz - T.M., p. 21.

2. Conversations 1, 2, and 3.

   For answers see T.M., pp. 21-22.

Ex:	Question	Answer
a.	Was hält Erika vom F. C. Hannover?	Er (der Club) ist in guter Form. (Seite 39 - zeile 2)
b.	Was sagt Heidi von "ihm"?	Er ist ein netter Kerl.

3. Use of the idiom (adapted from conversations).

	A		B
a.	Ist er gestern bei Jürgen gewesen?		Nein, leider nicht.
		or	Ja, natürlich!
		or	Gewiss doch!
b.	Wo wohnt er?		Nicht weit von mir.
		or	Ganz in der Nähe.
		or	Gegenüber der Post.
c.	Hast du denn für Fussball nicht viel übrig?		Nein, ich gehe viel lieber rudern.
		or	Nein, ich wäre lieber ins Kino gegangen.

4. Grammar Topic 27.

   a. Do the exercises both orally and in writing pp. 277 - 278.

   b. Turn to p. 111 in the T.M. and thoroughly work through the drills of Program 3A and follow with p. 113 - Program 4B. See note above under METHODOLOGY.

5. Conversations 4 and 5.
6. P. 45 - Reading passage and questions in T.M.
7. P. 232 - Grammar Topic 4
   Plural Forms of Nouns - Endings and Vowel changes.
8. Conversations 8 and 9 treat as in T.M.
9. Imperative Forms - Text pp. 255 - 256.
   Including the 2nd person - Familiar and Formal.
10. Reading Passage and questions in T.M. pp. 52 - 56.